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Wellesley College News

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VOL. XXIII. WELLESLEY, JANUARY 28, 1915. NO. 15.

COLLEGE CALENDAR.

Sunday, January 31. Houghton Memorial Chapel. 11.00 A.M., preacher, Rev. Edward F. Sanderson of Brooklyn.

7.00 P.M., Vespers. Service in memory of Professor Katharine Coman.

Monday, February 1, Billings Hall, 4.15 P.M., Stereopticon Lecture on Hampton Institute, Virginia. Singing by the Hampton Quartette. No admission charged.

Wednesday, February 3, Christian Association Meetings. Billings Hall, 7.30 P.M. Leader, Justine Adams, 1915.

St. Andrew's Church, 7.15 P.M. Leader, Dorothea Jones, 1915.

The meetings are Remembrance Services, preparatory to Communion, and will include music, readings and silence.

NOTICE.

A service in memory of the late Professor Katharine Coman will be held in the College Chapel on Sunday evening, January 31, at seven o'clock. Professor George Herbert Palmer of Harvard University, President Woolley of Mt. Holyoke, Professor Hayes and Professor Balch of our own staff will speak. All friends of Miss Coman are invited to attend this service.

A DREAM COME TRUE.

The Student-Alumnæ building is ours! At a recent meeting, the Trustees voted to give us the fifty thousand dollars still lacking, in recognition of the loyal and energetic work done by Wellesley women in the recent campaign. Since 1908 we have been working hard for that building, and have the satisfaction of knowing that we raised half of the funds for it, with our much labor. Everyone who has shined shoes, or spoken in meeting, or run a committee for the cause, will feel a parental interest in every inch of the walls as they go up. Here's a vote of thanks to the Trustees, for removing the mount of obstacles, at which we have been hacking so long!

SPORTS ANNOUNCEMENTS.

The books for signing up for organized sports now hang on the Athletic Association bulletin board. They will be removed Tuesday, February 2, at 4.30 P.M., after which time no names will be accepted. Before signing, read directions carefully!

Outdoor Baseball.

The Executive Board of the Athletic Association voted in a recent meeting to organize outdoor baseball for Juniors and Seniors, on a somewhat different basis from that of the other sports. We aim to provide an opportunity for girls who cannot attend three call-outs a week to play in the open occasionally. For this reason attendance at all call-outs is not required. There will be no organization into class teams, and no awarding of numerals and W's. We hope, however, that the enthusiasm will make possible impromptu inter-house matches and tournaments. The game is purely for fun. We want you to enjoy it in a perfectly spontaneous way,—to feel free to come and play in a spare hour, or to stay away when other interests press.

If you think there is even the remotest possibility of your wishing to play, sign in the baseball book before 4.30 on Tuesday, February 9. Juniors and Seniors enrolled in other sports may play baseball in addition, if they do not cut their regular call-outs.

Helen Joy Sleeper, 1915,
President Athletic Association.

COLLEGE HALL HILL, JANUARY 14, 1915.

MIDYEARS MUSIC.

February, 1915.

The following is the list of music played by Mr. Macdougall after morning chapel, during the examination period.

Thursday, January 28.

Carillon om Louis XIV,	Neustadt
Marche Cortege,	Gounod

Friday, January 29.

Intermezzo,	Delibes
Berceuse,	Grieg
Marche from "Aida,"	Verdi

Saturday, January 30.

Serenade	Schubert
Marche Militaire	Schubert
Offertoire,	Batiste

Tuesday, February 2.

Humoreske,	Dvorak
Overture in E minor,	Morandi

Wednesday, February 3.

Pilgrims' Chorus,	Wagner
March,	Wagner

Thursday, February 4.

Prelude in C sharp minor,	Rachmaninoff
Spring Song,	Mendelssohn
Caprice,	H. Crackel

Friday, February 5.

Air du Dauphin,	Roeckel
Offertoire in E flat,	Batiste

THE INTERCOLLEGIATE DEBATE.

The plans of the executive board of the Debating Club for our first intercollegiate triangular debate are now nearly complete. This debate is the first triangular debate among the Eastern girls' colleges and is being conducted upon the same lines as the Yale-Harvard-Princeton triangular debates. The date of the debate is March 20. Wellesley will send a team composed of three speakers and three alternates to Vassar, while a team similarly composed will debate Mount Holyoke here. We shall, therefore, have an opportunity to repay the hospitality which Mt. Holyoke showed us last spring when we debated there.

The manner of choosing the subject is illustrative of the care that is being taken to make the debate absolutely fair. Each college decided upon two subjects which they sent to the other two colleges—thus six subjects were selected. Then each college voted upon the subjects, giving five for first choice, three for second and one for third. The subject which received the highest vote is the chosen subject. It will be posted February 1, on all class boards. The home team will in each case support the affirmative. The try outs will begin February 8. The first will be three-minute speeches on any phase of the subject, the second and third probably ten-minute speeches and a preliminary debate. The debaters will be chosen by three members of the Faculty. Try outs are open to every student in College, whether a member of the Debating Club or not. The number that can go to Vassar will probably be limited, and girls will be selected according to the amount of work they have done on the debate.

Only six weeks are allowed for the preparation of the debate. Two strong teams must be organized. There will be a great expense connected with the sending of the teams, to be met. This means that every girl in College must do her part in making our only intercollegiate activity a success. Each one can at least show interest by joining the Debating Club, whose present membership is less than one-fourth of the College. It is more important than the financial support, however, that each girl who has any ability whatsoever in debating should come to try outs. We have twice the work which we had to do last spring when we debated Mt. Holyoke and the enthusiasm with which we supported our team then must now be doubled.

STUDENT RECITAL.

Friday, January 22, 1915, at 4.20 P.M., in Billings Hall:

Piano: Prelude in D minor, Chaminade
Hazel E. Geddes, 1916.

Consolation, Liszt
Marguerite R. Richardson, 1918.

Voice: The Vow, Meyer-Helmund
Helen G. Roef, 1918.

Piano: Romance, Tchaikowsky
Anna E. Mantz, 1917.

Violin: Andante Religiose, Thome
Ed Louise Ballman, 1916.

Piano: En bateau, Debussy
Hungarian, MacDowell
Agnes W. Zulauf, 1919.

Voice: Im Kalme, Grieg
E. Katherine Diehl, 1915.

Piano: Impromptu, Arensky
Marion R. Cobb, 1918.

Prelude from Second Suite, Yorke Bowen
Elizabeth W. Metcalf, 1915.

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YOURSELF AND YOU.

"Did you like the play?"

"Very much; it was strong, and awfully true to life; out of the five men in it, not one was absolutely good." Thereupon ensued the immemorial argument; for the would-be cynic herself is immemorial, as is the optimist. The Cynic we meet about College is generally of some twenty summers; and cynicism in her comes as a decided disappointment—a bit like finding frost in late April. We wonder just what the conditions are that engender her, just where the unhealthfulness lies in our environment.

Such would-be cynicism, looked at with the right proportion of whimsical humor, resolves itself into a queer compound; a pernicious habit of talking in labels—convenient brands, some one has said, for those who do not care to think for themselves; a deal of childish bravado; and a rather pathetic dash of shyness.

"We went to call on Miss ——— the other night," our Cynic remarked, "and two-thirds of the girls sat like bumps on a log, with absolutely nothing to say. What they did say was vapid."

If our Cynic had really thought before she condemned, she would have seen a situation of somewhat this kind: ten girls, let us say, calling on Miss ———. Four of the girls were boon companions, used to talking together, and trained by comradeship to the properly entertaining pitch of teamwork. The other six probably stole in separately and timidly, having with each other but a mere class-room acquaintance. It was natural that the four should monopolize the conversation, just as natural that the other six—perhaps relieved, a little—should "sit like bumps on a log"—only absorbent bumps, taking in the talk and feeling their way with prudent remarks. But the Cynic, being hasty-minded, never thought to look into the psychology of the gathering. Somewhere, some time—perhaps an itinerant minister had said it, or perhaps it was Mr. Bok of the "Home Journal," or even an hysterical free-presser in the NEWS—the conversation of the "college type" had been tagged "vapid;" and our Cynic, appropriating the tag without thought, tied it on.

Another day, the Cynic sat at luncheon, scoffing at the conscientious Sophomore who was worried about her forensic foot notes:

"Why bother? They never look at them. I never troubled about them. But then, I didn't spend any time on my forensic anyway."

As a matter of fact, the Cynic had spent the average amount of time on her forensic. Only, since she posed as being one who believed not in the delights of other men, or even in the other men themselves, she thought that it sounded well to disavow her honest labor. It was so much more brilliant, oh! so much more commendable, to get an A that you hadn't worked for.

It was only to-day that the Cynic (or a sister-Cynic, for they be legion), announced in ostentatiously blasé tones, that, for her part, she couldn't understand why people made such a fuss about breaking little rules that didn't hurt anybody. The Omniscient We happened to know that, in her rare moments of naturalness, Friend Cynic felt deeply and rightly concerning law and order. She had heard older girls, however, in iconoclastic vein. She was under their analytic eyes, ashamed of her own convictions. They were too unsophisticated for the Cynic world she wanted to live in.

The Cynic does not "see life steadily and see it whole." Moreover, she lacks the saving power to see herself in caricature. A true friend might hold up a mirror for her, of course; but at best mirror-bearing is a thankless job. Give your nice real self a chance.

THIS WAY, PLEASE.

There is matter of interest herein contained, and your attention is respectfully requested. What have you received in return for the dollar that you paid last November, (or are about to pay), into the coffers of the Christian Association? Before you answer that question you might like to know what has been done with the money spent up to date by the Association. Do you like the outside speakers you have been hearing at mid-week meetings? It costs money to get them. The semester folders, announcing mid-week meetings, the Bible and Mission Study slips, a handsome new missionary map, the printing of the prayers for peace, used Wednesday nights, the use of St. Andrew's Church, the reception in the fall and the tea for Miss Burton, an excellent sewing-machine with which the maids' sewing class is making great progress; these are some of the things your membership dues have paid for already. If you thought it unjust that your money was spent on a tea for Miss Burton from which you derived no benefit, you should have come to the tea and received your money's worth. You missed more than a cup of tea and a cracker by not coming, because Miss Burton, who is a national Young Woman's Christian Association secretary for foreign students, told of the splendid work being done in China by Ying Mei Chun and the others of whom Wellesley may well be proud.

However, hearing Dr. Cabot speak, being entitled to a cup of tea, and having a share in a sewing-machine are not the only things you receive in return for being a member of the Christian Association. In return for your dollar you are entitled to the privilege of giving more, not of money, but of energy and time. If you want to write a letter to some Wellesley graduate in Pekin or Tokio who is hungry for news of her Alma Mater, ask Elizabeth Macnaughton. If you'd like to help count the Sunday collection, Monday morning, see Miss Howe about it. If you'd like to lead a mission or Bible study class, see Sara Snell or Ruth Benton. If you want to do something and don't know just what there is to do, see Ruth Lindsay about it.

There is going to be a Wednesday night meeting soon at which we are to discuss the question of the use of Sunday. Do you think it is right, all things considered, to study on Sunday? Could you feel more reverent floating on Lake Waban in a canoe than you can now walking through Cathedral Pines? Fill out carefully the questionary that you will receive one of these days and come to the meeting prepared to defend your stand. Would you rather have the dues of the Association raised to one dollar and fifty cents and do away with canvassing for the General Secretary's salary, or retain the present system? Come to the spring business meeting prepared to express your opinion. Above all, do you, fellow-member of the Christian Association, feel satisfied with the worth of your membership? If you do not, and if you know of a means by which it can be made more valuable, please let us know, and remember that the officers of the Christian Association are at your service.

RUTH LINDSAY, 1915.

THE ARTIST RECITAL.

Tina Lerner was enthusiastically welcomed on Friday evening, January 22, at her piano recital in Billings Hall. Miss Lerner was here two years ago and returned to give the concluding Artist Recital for the year. The program was very well chosen to bring out the beauties of touch and interpretation which she possesses. The earlier, more delicate numbers were especially charming, with soft tones and phrasing. Chopin proved to be such a favorite that another number was added. Her remarkable powers of technique came to a climax in the brilliant rendering of Campanella, and the appreciation of the audience called for an encore,—an Etude by Liszt.

The program was as follows:

I.	Minuetto, Rondo,	Padre Martini
	Gavotte, Op. 14	Giovanni Sgambati
	Ecossaises,	Beethoven-Busoni
II.	Balade in G minor,	Chopin
	Impromptu in A flat,	Chopin
	Nocturne in F minor,	Chopin
	Three Etudes—Op. 25, Nos. 3, 2 and 9	Chopin
III.	Papillons,	Schumann
IV.	Prelude in G minor,	Rachmaninoff
	Humoresque,	Tscherepnine
	Campanella,	Liszt

SUNDAY MORNING CHAPEL.

Dr. Raymond Calkins of Cambridge spoke at morning service, January 24, from the text, "They gathered up the fragments,—twelve baskets full." Illustrating what fragments of money gathered up may do, Dr. Calkins told how the tremendous work of the Congregational Foreign Mission Board is conducted on an average weekly contribution of three cents from each of its constituents. The saving of time by the gathering up of minutes, here and there, and the importance of such saving in our College life, was especially emphasized. The saving of bits of strength and gathering them together that something of value may be accomplished, has been shown in the lives, even of the weakest, to be possible. Thus the greatest things have often been done by people with the least physical strength. The surprise with which the disciples discovered that there were twelve baskets full, will, said Dr. Calkins, be repeated in our lives when we find how much the "broken bits" really amount to.

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THE PLACE OF STUDENT ACTIVITIES.

(The following is a cutting from an address by President Meiklejohn of Amherst College, given before the New England Association of Colleges, and printed in "Education" for January. In view of the interest which this subject has excited here of late, a reprint in the NEWS was thought pertinent.)

"If we include under the phrase "student activities," apart from athletics, such enterprises as debating, dramatics, music, newspapers, literary magazines, philanthropic and religious organizations, as well as social functions of various types, one may express a very common faculty point of view concerning them in these words, "The less said about them, the better." And with that judgment, properly interpreted, I am inclined to agree. But I should personally not intend to minimize the importance of such activities. It is not a safe generalization to declare that phases of human life are important in direct ratio to the degree to which they are publicly talked about. It is rather assumed amongst us that many very elemental and significant features of our common life are not to be talked about at all—they are to be taken for granted, to be accepted as given in the very nature of things. And it is just this "givenness," this inevitableness of "student activities," which should first of all be recognized as we approach them. We choose to bring boys together into social groups in order that we may teach them, may train their minds, may furnish them with information. But it is an inevitable incident of such a process that the boys should find themselves together and should at once engage in common activities which seem to them attractive and at least entertaining. We keep them busy, or try to do so, five or six or seven hours a day; with the allowance for the separation of sleep, they have many more hours than these to spend together in enterprises of their own choosing. We did not bring them together for the sake of these activities, but from our bringing them together, these activities follow. They are, as it were, a necessary accident of the teaching process. Whether we will or not, there they are and there they will remain in some form or other so long as boys are brought together in the common life of a college campus. And yet, in the presence of these inevitable accidents of our central purpose, many of our teachers grudgingly acknowledge their presence, but, resenting it, they say, "Let them alone; the less said about them, the better."

Now if this attitude were not born in resentment, I should find it very congenial. The conclusion which it states seems to me excellent, even though the reasoning which leads to it is atrocious. The truth is that we talk too much about student activities, meddle with them too much, and legislate about them too much. And I say this not because they are bad, but because they are too good to be spoiled by our clumsy interferences, not because I am opposed to them but because I would like to see them freely develop and grow as the spontaneous activities of the boys whose growth and development is our chief concern. To tamper with them seems to me like tampering with one's complexion. In one sphere at least we are sure that the improvement of the general health gives better permanent results for the complexion than temporary tampering, however satisfying for the moment. My impression is that the same principle holds good in the beautification of colleges; make them strong and healthy and the activities will take care of themselves.

Again, if we view college life fairly, we dare not fail to take account of the constantly repeated statement of graduates that they count certain "activities" as having been of far greater educational value than the studies given and taken in the class-room. I am sure that this statement contains more of falsity than of truth. But there is a truth in it, and it behooves us to isolate it and look it squarely in the face. As I look back on my own experience of teaching and diseiplining, I seem to see what these graduates mean. I see it most clearly when I try to single out from the long line of students some one group which shall stand forth as intellectually the best—best in college work and best in promise of future intellectual achievement. Much as I should like to do so, I cannot draw the line round my own favorite students in philosophy, nor the leaders in mathematics, not those successful in biology; nor could I fairly award the palm to the Phi Beta Kappa men who have excelled in all their subjects. It seems to me that stronger than any other group, tougher in intellectual fiber, keener in intellectual interest, better equipped to battle with coming problems, are the college debaters—the boys who, apart from their regular studies, band themselves together for intellectual controversy with each other and with their friends in other colleges. When boys eagerly form their clubs for the spontaneous, enthusiastic pursuit of some chosen ideal, they gain from it a power, a liveliness of interest which can never be gained where that spontaneity is lacking.

But now I shall be asked, "Would you substitute these activities for the studies—give up the class-room for the lounging room and the Union?" Of course not. The very excellence of these activities is that fundamentally they are the fruits of the class-room. But the point is that by these fruits the work of the class-room shall be known. We need not forget that these activities are only accidental and that the real values lie in the studies and the teaching. But none the less it is true that these activities reveal to us, far better than any examinations can do, the success or failure of the class-room itself. They are, as it were, mirrors in which we can see ourselves and our work. If we want to know the effect of what we are doing in the class-room, let us look to see what the students are doing outside of it when they are free to follow their own desires. If they do not, on their own initiative, carry on activities springing out of their studies, then you may count on it that however well the tests are met the studies are of little value. Show me a college in which literature is taught, but in which the boys do not band together to read and write and criticise, in which they do not yearn to be themselves 'literary." However well literature may be taught in that college it is not well learned. What would you say of the teaching of philosophy which did not send boys off into quarrelling, rending, puzzling bands, determined each to give to his fellows the solutions of the problems that have baffled human thinking? What will you say of the teaching of history, economics, or social science which ends in the passive appropriation of a book? Surely, if it is vital, you will find the young men stimulated by it, eagerly reforming and reshaping in idea the society about them and perhaps going out to do some work to bring their ideas to fulfillment. And if in these and other cases it does appear that the studies in the class-room have no outside effect, lead to no outside activities, what expectation can you have that they will lead to activity after the college days are done? If studies do not stimulate to spontaneous free outside ac-

(Continued on page 6)

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CHRISTIAN ASSOCIATION MEETINGS.

I.

CHRISTIAN IDEALS IN MODERN POETS: COVENTRY PATMORE AND FRANCIS THOMPSON.

Miss Hart gave a short talk at the campus Wednesday evening meeting on "Christian Ideals in Modern Poetry—in the Works of Coventry Patmore and Francis Thompson."

Coventry Patmore, the poet of domestic love and the heights to be attained through it, is distinguished from other writers of love poems by his philosophy of life. He believes that man must find, create and give love in his daily relations with people—with his neighbors and family—if he is to live at all. Living is measured in terms of self-surrender, tenderness and the sympathy born of love. Human love, to Patmore, was a stepping-stone to the divine, to love immutable, which was God.

More than any other poet, Coventry Patmore was interested in the fine art of living. He did not turn to remote scenes for his themes; for him the Holy Grail was in the lives of men, for whom he desired a redemption from animal to spiritual goodness. This redemption must be secured by domestic love and self-sacrifice, "By lowly means to lofty ends."

The message of Francis Thompson is much the same. Both believed that if men failed to achieve lovingness in this world, they were losing its fitness, and would not be ready to meet another world. In proportion to the affection men give to others, is their right to reward.

Thompson excells all modern poets in gorgeousness of figures and vividness of imagery. His "Hound of Heaven" has been considered by many poets the best poem written in the last quarter century. He was a man who saw visions in common things as did Patmore. Oblivious to material troubles, his transcendent vision made him unaware of the sordidness of common life, or rather, lifted it to the high plane of his vision. The essential message of both these poets is the gospel of lovingness.

This talk of Miss Hart's introduces, as will be remembered, a brief series of talks aiming to emphasize the religious significance in the work of some of our well-known and loved poets. The next speakers in the series will be: Mr. Young on "Emerson, a Poet of Faith," and Miss Florence Converse, whose subject is "Two Modern Mystics, Evelyn Underhill and Rabindranath Tagore."

The richness which Miss Hart has added to our conception of the work of her two chosen poets promises well for the value of other similar talks.

II.

VILLAGE MEETING.

Miss Kendrick spoke at the Village Christian Association meeting at St. Andrew's on January 20. Her text, from a familiar hymn, was, "Let our ordered lives confess the beauty of Thy peace." In speaking of the beauty of a well-ordered life, Miss Kendrick emphasized the necessity of living in obedience to law. We have now a personal responsibility for our lives that we lead them according to the laws of nature. But aside from the ordering of our inner lives, the making of our own choices and decisions we have here in College to obey laws of community life. The individual and the community life are interdependent. To lead a well-ordered life, which is the only efficient life, we must subordinate the things of less importance to have time for really important things. In concluding Miss Kendrick said: 'The deep root of serenity lies in a sense of being one with God."

A WOMAN'S COLLEGE FOR SOUTH INDIA.

The College has entertained an interesting guest during the past week,—Miss Eleanor MacDougall of England. Miss MacDougall has lectured on the classics in London University for twelve years, but is now on her way to found the first woman's college of South India. The college is to be opened this July in Madras, with a class of about thirty students to begin with. Although backed financially by eleven mission boards in the United States and England, it is to be closely allied with the University of Madras. The staff will consist of an English principal, Miss MacDougall, an American vice-principal, not yet appointed, and about six others, half from Ameriea, half from England.

In a brief talk which Miss MacDougall gave at chapel on Saturday morning, January 23, she told of the significance of this college. The women of South India who are prepared for college, are now obliged to attend men's classes at the University, where they are subject to much unpleasantness, because of the novelty of their position. A separate institution has long been needed, and is at last materializing, after an urgent appeal from the missions in South India. The students at first will be all Christians, since Hindu girls marry at twelve, but it is hoped that, as the idea of woman's education spreads, Hindus will avail themselves of the college. The faculty of the college will make it their own aim to pass on to these girls the best of what their own college education has given them, without, however, denationalizing them. The graduates will probably all marry, Indian fashion, but will be the much-needed leaders in philanthropic and social movements for India's women. Miss MacDougall announced that she had more English applicants for positions on the staff than she could possible accept, but needed others from America. She hoped that some from Wellesley might be interested in this pioneer work.

A few students and members of the Faculty met Miss MacDougall informally at a tea given by Miss Gibbons in Beebe Hall on Friday afternoon, January 22. Others attended a large reception in her honor at the Tuilleries in Boston, on Tuesday afternoon, January 26.

FREE PRESS.

OVERSENSITIVENESS TO NOISE.

Have you ever wondered what was the matter with yourself when every little noise in the next room or outside your door filled you with what you doubtless thought was righteous anger? Some of us seem to think we are entitled to a tomb-like silence when we are working—whatever the hour. Granted that disturbing noises are troublesome, why should we take occasion to proctor every chance meeting outside our doors? Is it that our nerves are strained to the breaking point all the time, or is it that we lack plain, ordinary self-control? Outside College we cannot expect success in any kind of career, if we lack this asset and right here is the time to cultivate it.

1915.

MUSICAL CLUBS' CONCERT.

The joint concert of the Glee and Mandolin Clubs will be given at the Copley Plaza, February 5, at 8 o'clock. A special train will leave Wellesley at 7.05 P.M., return at 12.40 A.M., from Trinity Place Station. There will be dancing from 10 o'clock until 12, and the music will be continuous so that programs cannot be used.

(Signed) G. K. TITCOMB.

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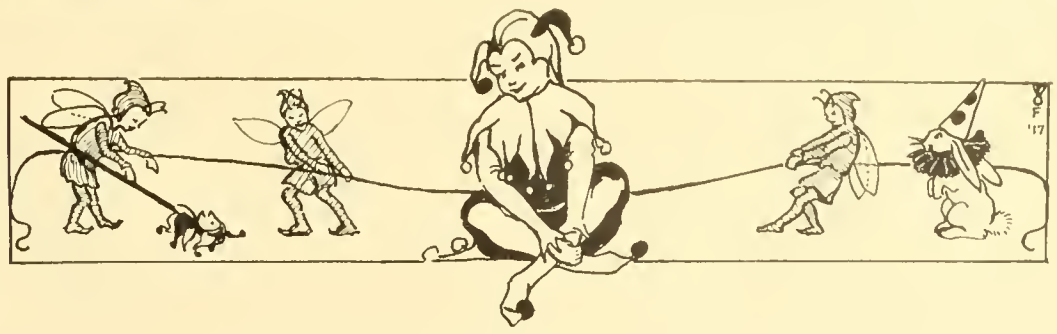

PARLIAMENT OF FOOLS.

EDITOR'S NOTE.

In these delightful days of imbibing knowledge, there are many calls for old examination papers which shall give a foretaste of the joys to come. To meet this desire, the NEWS herewith prints several samples as guide-posts in study.

PHILOSOPHY.

1. Translate the following into Kant, Spencer, Perry, Leibniz, Hume, Calkins (not more than one page each allowed):

"Little drops of water, little grains of sand,
Make a mighty ocean, and a pleasant land."

2. The remainder of the time may be employed in translating into Kantian terminology, the title of the book: "Myself and I."

3. (Optional): A conversation between M. and W. on the value of P. P. O. P.

ENGLISH LITERATURE.

1. Give dates and significance of the following; and state whether they are persons or books: Stratford-on-Avon, Magna Charta, Louvain, Onamataposa, Synod of Whitby, Bunker Hill, Transcendentalism, Mesopotamia, Albania, Hastings.

2. Write an imaginary conversation between John Bunyan and Myrtle Reed on the social significance of Beowulf.

If you prefer, you may write an imaginary dialogue between Oliver Twist and Titania on the religious value of the Divine Comedy.

3. Compare the æsthetic criticism of Carlyle with the ethical teachings of Byron. Can you trace the influence of either of these men in Utopia?

4. Do you consider that Browning and Carlyle were influenced by the cubist school? Cite passages not discussed in class to support your view.

5. Trace the effect of the Norman strain in England in the works of Tolstoi, Cevantes, and Tagore.

6. In the time that remains, discuss briefly the development of the English poetic consciousness from Bede to Henry James. Illustrate.

ENGLISH COMPOSITION.

I. Write a novelette, containing:
(a) Plot; (b) two crises; (c) three climaxes; (d) one character.

II. Write a biography of your own life, bringing out distinctly reasons pro and con. Outline form.

III. Write daily themes for the year 1914.

IV. Criticise the following in a scholarly manner without bitterness.

"A dead leaf fell with a crash. Was it its swan song that I heard."

"Rose petals blown on the summer's breeze, swift as an eagle's flight."

"The red sun nestled in its couch of foamy clouds and radiated its beaming roseate rays."

V. Tell in your own inherent style how much your training in English has meant to you. Do not write over one blue book.

VI. Write autobiographies of the six pioneers in English; giving all details.

CHOICE! ! !

Take any seven questions. If time still remains, write a short sonnet or a rondeau on any questionable subject.

BIBLICAL HISTORY.

1 AND 10.

1. Who or what are the following? Mahershallalhashbaz, Uz, Selah, Code X, Ai, Kent, Easterninterpolationus.

2. Trace the life of Abraham from Genesis through Malachi.

3. Choose two of the following:
(a) Outline the Psalms.
(b) Outline the Proverbs.

3

1. Quote the authentic passages of the New Testament. Why or why not?

2. Where do the following words recur? Verily, greeting, begat, therefore, Pharisee, holy, notacceptedbythescholars.

3. In the time that remains, outline your philosophy of life, noting in the margin the contributions of this course.

HISTORY.

I. Trace development of governmental tactics briefly through the world, substantiating every statement with two original sources.

II. "I am glad to hear from you. It is lovely weather, but we fear storms. Everything is the same. Why not write?"
(a) From what source is this passage?
(b) Write for one hour on the information gained upon
(1) Character of the period.
(2) Character of the writer.
(3) His or her influence.
(4) Religious ideas of mysticism.
(5) Downfall of Roman Empire.
(6) Causes of Feudalism.

III. Write an imaginary letter from Cleopatra to Kaiser Wilhelm, relating anecdotes of Egyptian life.

IV. If you should take a backward look over ten thousand years, exactly what scenes would take your eye? Give in minute detail:
(1) Your costume.
(2) Your friends.
(3) Your pleasures.
(4) Your studies.

WELLESLEY RELIGION.

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(Continued from page 3)

THE PLACE OF STUDENT ACTIVITIES.

tivities, if they are merely the learning of lessons and giving them back, then the results of our training are pitifully small; we may send out good, well-meaning boys, who will do what they are told and refrain from doing anything else, but we shall not send out men of intellectual power and grip who are able to live for themselves the life which the intellect opens before them.

What then, in a word, should be our attitude toward these activities? I think that, without officially looking at them, we should be forever watching them as the mariner watches his barometer when the waves are high. And we must see to it that the class-room dominates the activities, making them what they ought to be. And how is that to be done? Can it be done by legislating out of the college all activities not in harmony with the class-room? I fear that very little can be accomplished in that way. The only real way to dominate the activities is to dominate the men who are in them. In a college where the teacher masters the mind and imagination of the pupil, there will be little trouble about harmful activities. If teachers are mere taskmasters, assigning lessons and seeing that they are done, they need not expect the boy to do them over again a second time just for the love of the task. If we do not succeed in making boys want to do the things which we deem worth doing, then we may be good drill masters, but we are not good teachers and we have no proper place in a college of liberal culture.

But I know that I shall be accused of talking in vague generalities and of missing the real point of the issue. Do not these activities interfere with the studies, I shall be asked; do they not take time and energy on which the teacher has a rightful claim? Yes, they do. But there are many other things whose interference is more serious. As for that, one study, if it be successfully taught, interferes with other studies not so well taught. But in the give and take of a college life, a study should be able to take care of itself. The teacher has large power in his own hands; if he cannot exercise it then the fault belongs to him rather than to the situation.

Teachers often tell me of their worries about the overdoing of student activities. The men I worry about are those who overdo the inactivities. What of the men who do no debating, no acting, no writing, no reading, no philanthropic service, no music? What have we done to them or failed to do to them in the class room that they should be willing simply not to be in the hours in which they are free? What in the world do they do with themselves? So far as one can see they just dawdle. They are the men who play cards or pool, who talk about the teams, read the papers, walk the streets, watch the passers-by. These are the men for whom I feel responsibility, about whose fate I torture my soul with dreadful anticipations. Would you not rather have them engaged in activities? When we have found some way of saving these men from themselves, it will be time for us to deal with their brethren who are at least alive and whose very activity at times puts the class-room to shame.

The one attitude toward student activities which seems to me deplorable, is a kind of sullen hostility which one sometimes finds in earnest college teachers. They give one the impression of having been beaten in a fight, of feeling that the worse cause has prevailed over the better, of resenting both their defeat and the unfairness of a conflict in which such a defeat is possible. Now the trouble with this attitude is that it is not sane, and further, that it places the teacher in an utterly false relation to his pupils. No teacher can ever afford to be beaten either by his pupils or by their friends. He must be master and that for the reason that he has in charge the fundamental interests upon which all values depend. For the sake of those interests he must dominate the boy both within the class-room and outside it, and whatever the difficulties, he may never admit himself beaten in the task. I am convinced that the teachers in any of the college communities which we know can make of those communities what they will. If they fail, the fault is not in the situation, but in the men whose business it is to master it.

AT THE PLAYHOUSE.

MAJESTIC: Marie Tempest in "Mary Goes First," by Henry Arthur Jones; Thursday evening, "The Marriage of Kitty," preceded by "The Dumb and the Blind."
Next week: Faversham in "The Hawk."

WILBUR: "A Pair of Sixes."

SHUBERT: Trentini with Clifton Crawford in "The Peasant Girl."

CASTLE SQUARE: "Common Clay," by Cleves Kinkead.

TOY THEATRE: French players in "Blanchett."

TREMONT: "Seven Keys to Baldpate."

BOSTON: "Ben Hur."

PLYMOUTH: "Too Many Cooks," by and with Frank Craven.

HOLLIS: Last week. William Gillette, Blanche Bates, Marie Doro in "Diplomacy."
Next week: Billie Burke in "Jerry."

COLONIAL: Hazel Dawn in "The Debutante."

CORT: "What's Going On?" A Musical Farce.

BOSTON OPERA HOUSE: Henry Jewett Players in "Julius Cæsar."
Next week: "The Merchant of Venice."

SYMPHONY HALL: Sunday, January 31, at 3 P.M., Frieda Hempel.

JORDAN HALL: Thursday, 8.15 P.M., Flonzaley Quartet.

HELP SUFFRAGE AND THE RED CROSS!

On Tuesday afternoon, February 2, at 2.15 P.M., in the Boston Opera House, a performance of "The Ballet of Sylvia" by Leo Delibes, will be given by the Ways and Means Committee of the Massachusetts Woman's Suffrage Association. Half of the proceeds go to the Red Cross. Beulah Hepburn Emmet, 1912, will be a solo dancer. Tickets, fifty cents to two dollars at Herrick's; also to be sold at the College.

CURRENT INTEREST IN OTHER COLLEGES.

The January "Pharetra" of Wilson College announces that the Senior and Junior classes in a joint meeting voted to abandon their annual Prom. and give the money usually spent upon it to the Belgian Relief Committee.

The raising of funds for special purposes in other colleges is significant to us after our own money raising experiences. In the Vassar Miscellany of January 15, a plan for raising one thousand dollars for a concert fund is suggested. The Trustee fund for that purpose has been decided inadequate, so the Trustees voted to allow the solicitation of a fund from Faculty and students. The "Miscellany" justifies the spending of the money on concerts this year on the ground that America has the responsibility of upholding art in this year of war.

Another article outlines a new plan for the relief of the Belgians. Tickets are printed in different colors, stamped with their price and purchasing power. For instance, a white ticket costs twenty-five cents and buys two pounds of bacon; a brown one costs ten cents and buys two pounds of beans. When sold, the tickets are torn in two, one part is given to the buyer as a reminder of what she gave, and the other is kept by the committee to indicate how the gifts are to be spent.

The students of the University of Oklahoma are planning to build a new Y. W. C. A. Building, to cost seventy-five thousand dollars.

Smith maintained an average chapel attendance of 859 out of 1,638 students, during a week in December when statistics were compiled.

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ALUMNÆ DEPARTMENT.

FAREWELL.

In memory of Margaret Whitney Mears, 1909.

Farewell! Farewell! The billows break
  Or distant deeps and shores descending.
Farewell! Farewell! From life awake
  And know that friendship hath no ending.

Within those radiant realms of sleep,
  That sleep whose portals thou dost sunder,
Dreamless, unwearied, thou shalt keep
  Guard o'er our souls that watch and wonder.

Farewell! Farewell! The night is dark,
  And low the distant bells are tolling.
Farewell! Farewell! Far speeds thy bark,
  Nor harbors where the waves are rolling.

Safe in the port, the sail drops low,—
  The mariner of tides heeds never,—
But from thy prow a light shall flow
  To guide our storm-tossed craft forever!

DOROTHEA LAWRANCE MANN, 1909.

Printed in Boston Evening Transcript, October 31, 1914.

The April number of the MAGAZINE will be made, under the direction of Miss Balch, a Memorial Number for Miss Coman.

In the March MAGAZINE, the special Fund Number, there will appear the full report of the Alumnæ Restoration and Endowment Fund Committee, reports from various special enterprises for raising money, reports from the undergraduate class organizations on their work for the fund, the report of the Graduate Council meeting in February, and various other material of interest to all Wellesley women. Anyone who can contribute information of interest regarding achievements of individuals or of organizations, or any other matter desirable for this gathering together of Wellesley history for the past year, is urgently invited to contribute her news. Such items or articles may be sent to the Alumnæ editor, who welcomes also suggestions for articles that should be included in this number. The issue will appear at a date not far from March 17, and so should be an appropriate anniversary number.

THE MIDWINTER MEETING OF THE GRADUATE COUNCIL.

The Executive Committee of the Graduate Council announces the midwinter meeting to be held at the College, beginning at 2 o'clock on Saturday, January 30, closing at noon on Monday, February 1. It is their earnest hope that every member of the Council will be at Wellesley for this meeting, as important topics are to be discussed, which demand the immediate interest and consideration of Wellesley women.

THE PROGRAM INCLUDES:

I. A vote on the amendments to the Constitution and By-laws of the Council, as proposed at the meeting in June, 1914.

a. To the Constitution. To insert after the word "years" in Art. VI, Section 3, the words, "and shall take office at the winter session of the Council."

b. To the By-laws. To add, under Art. II, a new By-law to be called Section 3, reading,

"If at any time a club's membership shall fall below the number required to maintain the number of Councillors already elected, nevertheless, these Councillors shall be allowed to finish the terms of service for which they were regularly elected but they shall not be represented by alternates."

II. A report from the Alumnæ Committee which is to meet in January for a conference with the trustees on the new buildings of the College.

III. A report on the proposed meeting of an association of Wellesley Clubs.

IV. A discussion of the relation and balance between technical and cultural courses in women's colleges.

If time permits, other topics for discussion may be introduced by members of the Council. The Executive Committee will be glad to receive suggestions concerning speakers or topics for the programs.

Councillors who desire rooms reserved for them at the College are asked to write to the registrar, and to notify her of the hour of arrival. The charge for this entertainment will be one dollar per day, as in past years.

As the first meeting will be held at 2 o'clock on Saturday, all delegates are asked to present their credentials to the secretary before that time, in the room of the Council meeting, which will be announced later.

LAURA A. WELCH.
For the Executive Committee.

THE COMMITTEE FOR CONFERENCE ON PLANS FOR REBUILDING.

At the invitation of the Trustees, two committees have been appointed to confer with them on plans of rebuilding. The committee from the Academic Council consists of Professor A. V. V. Brown, chairman, Professors Fisher, Kendrick and Sherwood, and Dean Waite. The committee from the Alumnæ is made up, so far as replies thus far received indicate, of Miss Candace Stimson, 1892, chairman; Mrs. Apollonia Denkmann Davis, 1882, from Illinois; Mrs Alice Upton Pearmain, 1883, from Massachusetts; Mrs. Anna Broadwell Davidson, 1886, from Pennsylvania; Miss Charlotte Conant, 1884, from Massachusetts; Miss Belle Sherwin, 1890, from Ohio; Miss Lucy Jane Freeman, 1897, from Massachusetts; Miss Mary Rockwell, 1900, from Missouri; Mrs. Dora Emerson Wheeler, 1892, from Massachusetts; Mrs. Christy Brooks Capps, from Illinois; and ex-officio, Mrs. Annie Peaks Kenny, from Illinois, president of the Alumnæ Association.

The Trustees, in requesting the appointment of this committee, desired to give recognition to the great part played by the Alumnæ in raising the fund. Out of the $1,480,000 needed, the sum of $1,100,000 was raised through the Alumnæ. This committee will serve as a medium for conveying to the Trustees the suggestions which the Trustees invite, in regard to the rebuilding.

ENGAGEMENTS.

'10. Margaret Gifford to Charles Sisson.

'12. Alice Colburn to Henry P. Beal.

'13. Harriet Devan to George Soulé, brother of Gladys Soulé.

'13. Helen M. Greene to Robert Townsend Saxton of New York City.

'14. Jeanette Mayer to Herbert Arnstein of Omaha, Neb.

MARRIAGES.

'10. PARKINSON—BACON. In Waltham, Mass., Lucy R. Bacon to Dana Parkinson, Dartmouth, 1908, and Yale Forestry, 1910.

'12. GOODNOW—NEWELL. In Chicago, on January 20, 1915, Susan Newell to Albert C. Goodnow.

'12. JACOBS—PRICE. In Williamsport, Pa., on January 14, 1915, Florence Price to Ensign George Frisch Jacobs, U. S. N. A., 1911.

12. BROWN—HARRIS. On January 12, 1915, in Gloversville, N. Y., Marion A. Harris to Burt Layton Brown, Yale, 1907, of Gloversville. Marguerite Staats, 1912, was maid of honor at the wedding.

DEATHS.

In Shelbyville, Ky., on January 14, 1915, Mrs. Charles Mapes, mother of Lucy Mapes, 1906, and of Bell Mapes Chowning, 1910.

At South Ashburnham, Mass., on January 17, 1915, Wilbur F. Whitney, father of Celena Whitney Miller, 1897, and of Edith Whitney Schoonmaker, 1908.

In Boston, on January 23, 1915, at the age of ninety-three, Anna Whitney, sculptress of the statue of Harriet Martineau which holds so conspicuous a place in the memories of Wellesley students.

Among Miss Whitney's best known work is the statue of Leif Ericsson, on Commonwealth avenue, or that of Samuel Adams, in Adams square, Boston; and that of Charles Sumner, near Harvard square, Cambridge.

CHANGES OF ADDRESS.

'91. Mrs. Albert R. Long, (Lillian Corbett Barnes), to 2446 Gower Drive, Box, Beechwood Drive, Los Angeles, Cal.

'95. Mrs. Clarence Britten, (Gertrude Sanborn), care of Women's Exchange, Bloomington, Ill.

'02. Mrs. Winthrop M. Southworth, (Inez M. Southworth), to Powers St., Needham, Mass.

'10. Mrs. Freeman T. Eagleson, (Jessie L. Neely), to The Lincoln, East Broad St., Columbus, Ohio.

'14. Eleanor F. Fowle to 52 The Thayer, Massachusetts General Hospital, Blossom St., Boston, Mass.

FACULTY NOTES.

Miss Olive Davis addressed the Eastern New York Wellesley Club at their luncheon in Albany on January 9.

Miss Mary Wilhelmina Williams, Instructor in History, has been awarded this year the Justin Winsor prize in American history, founded by the American Historical Association. Her subject was "Anglo-American Isthmian Diplomacy, 1815-1914." Miss Williams received her college degrees from Leland Stanford, A.B., in 1907, A.M., in 1908, and Ph.D., in 1914. She is a native of California. In connection with the awarding of the prize to Miss Williams, it is interesting to note that she was the only woman competitor and that the award was unanimous. Miss Louise Brown, formerly of the Department of History, won in 1911 the corresponding prize in European history.

At the recent meeting in Philadelphia of the American Association for the Advancement of Science Dr. Margaret H. Cook, of the Department of Zoology, presented a paper: "Are the Taste-buds of Squalus acantheus endodermal in origin?"

Dr. Cook will be absent on leave during the second semester, during which time she will work at Columbia University and the American Museum of Natural History.

NEWS NOTES.

'94. At the organization of the Head Mistresses' Association of the Middle West, on January 15, at Cleveland, Ohio, L. Gertrude Angell was elected first president of the association.

'98. Mrs. Clarence Britten, (Gertrude Sanborn), is lunch-room manager of the Women's Exchange in Bloomington, Ill.

'08. Emily N. Hathaway is visitor for the Milwaukee Associated Charities.

'12. Sally V. Botts is secretary at Bradford Academy, Bradford, Mass.

'13. Eleanor Simmons, 1909-12, is stenographer to Dr. A. W. George, 259 Beacon St., Boston.

(These four appointments just given were made through the Appointment Bureau of the Women's Educational and Industrial Union.)

'13. Frances Mullinax is teaching mathematics in the public schools of Vermillion, S. D.

'14. Eleanor F. Fowle has entered upon the three years' nurses' training course at the Massachusetts General Hospital.

'14. Marjorie M. Williams is teaching Latin and German in the Somerset High School at Barker, N. Y.

'14. Katherine Davis, as musical director, arranged a performance of "The Pirates of Penzance," given by the St. Joseph, Missouri, College Club for the benefit of the Wellesley Fire Fund. Ethel Peterson 1904-06, was business manager. About $150 was cleared.

At the meeting of the Ohio Federation of College Women, in Cincinnati, on January 22 and 23, to discuss the subject of "Occupational Training and Placement of College Women," Miss S. P. Breckenridge, 1888, was one of the speakers. A play by Josephine Simroll, 1893, was included in the program of the meeting.

WELLESLEY CLUBS.

To the list of secretaries of Wellesley clubs, given in a recent number of the NEWS, should be added the Wilkesbarre, Pa., Club, Corresponding Secretary, Mabel Roat, Recording Secretary, Mrs. David Coyle.

The Secretary-Treasurer of the Milwaukee Wellesley Club is Miss M. Irene Smith, 1900, 319 Prospect Ave., Milwaukee.

Elizabeth Lennox, 1902, has been elected Councillor for the club.

The Omaha Wellesley Club met on Friday, January 15, at the home of Miss Nell Carpenter. The chief business of the meeting was the report of the committee on the presentation of the Wellesley films here on December 3. Miss Henrietta Gilmore, chairman, reported $152.95 cleared from the sale of tickets and of candy. This will be added to the amount already sent from Nebraska for the Restoration and Endowment Fund.

On November 7, 1914, the Wellesley Club of Southeastern Masssachetts held its second meeting of the year at the home of Mrs. C. M. Barney, (Olive F. Smith, '00), 38 Pearl St., New Bedford. Dainty programs in blue covers bearing the Wellesley seal were given to each member and the suggestion made that items of interest presented at the meeting, be jotted down in them. After the reading of the secretary's report by the secretary pro tem., Mrs. A. I. Abbe, (Louisa Eaton, '83), of Fall River, who served in the absence of the recording secretary, the report of the treasurer was read and approved. Then the secretary-treasurer read a letter from President Pendleton describing the plans for the new building groups on College Hill and Simpson Meadow. Doris Hough, '09, announced that $105.50 had been made at the bridge party given by the New Bedford members of the group and that the club's contribution to the Fire Fund amounted now to $843.78. (The entire sum pledged or already given by the club amounts to $1,500.) Mrs. Barney, (Olive Smith, '00), told of sending the COLLEGE NEWS to isolated members of the club by means of a round robin, and it was voted that the Membership Committee should also serve as a Hospitality Committee to greet members at meetings and visit those unable to be present. The proposed amendment to the constitution, Art. IV, Section 3, c, was voted upon and adopted. The president then introduced the guest of the day, Dean Waite, who brought greetings from College and Faculty and in a delightful way told the news of the College, the plans for the new building groups, and the work for the needed money.

Miss Habicht, the secretary-treasurer, then sang two songs written by Frances Ferrero, '92, and after a rising vote of thanks to Dean Waite, the meeting was adjourned for a delightful social hour.

MARIE DUBUQUE, '13, Recording Secretary.

The Central California Wellesley Club, which comprises residents around San Francisco Bay, has been actively interested in the raising of money to help Wellesley's Endowment Fund. There are only about forty active members; though there are seventy names on our list, many of them live too far away to be with the club at all meetings. Up to last fall there were pledges amounting, in round numbers, to $1,200. Since then other amounts have come in and the receipts of two concerts for which Miss Mabel Pierce opened her home in San Francisco, and which consisted of an afternoon of Indian songs and ceremonial dances, the music for which was played by Professor Carlos Troyer, the composer. The second afternoon was filled with readings with interpretative music, Mr. Joseph McIntire at the piano. Mrs. McIntire arranged both concerts and through them the club realized a little over $200, making the sum of all the money raised by the Central California Wellesley Club, $2,500.

GRACE CILLEY TIBBITTS,
Chairman Publicity Committee.

The Washington Wellesley Club held its Christmas luncheon on Thursday, December 31, at the home of Mrs. Samuel Herrick. About forty attended, among them many undergraduates. After the buffet luncheon, an informal program was listened to with interest.

Miss Carrie McKnight, formerly '86, gave an account, of Commencement to which she was the club delegate. Miss Dorothy Wright, 1915, posted us on current College events, while Miss Helen Swormstedt, 1918, daughter of one of the club's charter members, gave her brand-new Freshman impressions of Wellesley, and former Dean Stratton entertained us with reminiscences of the good old days of yore.

But the crowning glory of the meeting was the announcement of Alma Mater's success in the realms of high finance.

FANNY FIELD HERRICK, Corresponding Secretary.

At a meeting of the Eastern New York Wellesley Club held at the home of Dorothy Ridgway, Albany, New York, the chairman of the Restoration and Endowment Fund Committee reported that the complete sum which the club had raised amounted to $3,188.90.

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Whitman's
SAMPLER

QUALITY chocolates in a quaint box. The outside illustrates that old-time cross-stitch needlework that most women delight in nowadays. Inside are assortments from ten of the most favored packages of Whitman's Chocolates and Confections. Costs One Dollar a box.

Local Agency:
JOHN A. MORGAN CO.
Wellesley, Mass.